

**San José State University**  
**Department of Justice Studies**  
**JS 272, Police in Global Contexts, 01, FA 2022**

**Course and Contact Information**

<b>Instructor:</b>	(Dr. Claudio G. Vera Sanchez)
<b>Office Location:</b>	(Zoom Office Hours)
<b>Telephone:</b>	(N/A)
<b>Email:</b>	(claudio.verasanchez@sjsu.edu)
<b>Office Hours:</b>	(All day, every day, I am your humble servant. No seriously, my office hours are on Tuesdays (3pm-5pm) and Thursdays (2pm-4pm), or by appointment.
<b>Class Days/Time:</b>	ONLINE
<b>Classroom:</b>	CANVAS ONLINE PLATFORM

**Course Format: ONLINE**

**Course Description:**

This online course examines policing from a global perspective. The objective of this course is to orient students as to how police organizations operate in different parts of the world in terms organization, crime control, and crime prevention.

**Course Goals:**

This course is a graduate seminar in policing. In a graduate seminar, students meet regularly (online) to report and discuss an area of research under the guidance of a professor. The professor's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. The professor will not carry the conversation. Instead, the role of a seminar is to make students expert in an area of study. As a scholar, you should approach this course with the mentality that the group has the burden of educating itself. Since participation is a key element in this class, I recommend not taking this course if you anticipate being unable to contribute to class discussions.

Students will be assigned to lead the discussion for the week (discussion leader). These students are to conduct additional research on any issue related to the topic of the week (e.g., police legitimacy, police and school to prison pipeline) and present it to the class in a short and organized manner. For example, a student may read an article, book chapter, or official report, and discuss its relevance to the topic that week. In addition, students are expected to create a set of discussion questions that underscore critical themes or issues associated with the reading (5 questions will suffice) and are intended to facilitate the class discussion.

Students assigned to lead the discussion for the week must facilitate the class discussion by doing the following: (1) helping the class understand the thesis of the assigned reading, (2) finding peer-reviewed articles/research that advance the class discussion, and (3) preparing 5 discussion questions. The additional research that you present to the class must in some way advance our understanding of the topic for the week. It is not enough to read an article about youth and policing, and present an article about youth and policing. You must clearly

describe how the peer-reviewed research furthers our understanding of the issue at hand (teach us something new).

**Course Goals and Objectives:**

- Demonstrate knowledge on the various issues and controversies that surround different systems of policing.
- Critically evaluate the strengths and weaknesses of policing systems, programs, and initiatives.
- Identify how laws limit or extend the powers of policing organizations.
- Demonstrate knowledge on how policing systems in different states, localities, and different parts of the world operate.
- Design, implement, and evaluate alternative forms of justice to replace the entire system of policing or some aspect of policing.

**Required Texts/Readings (Required):**

Macias-Rojas, P. (2016). *From deportation to prison: The politics of immigration enforcement in post-civil rights America*. NYU Press. ISBN: 9781479831180

Meares, T. L., & Kahan, D. M. (1999). *Urgent times: policing and rights in inner-city communities*. Beacon Press. ISBN: 9780807006054

Rios, Victor. (2011). *Punished: Policing the lives of Black and Latino boys*. New York University Press. ISBN: 9780814776384

Stuart, F. (2016). *Down, out and under arrest: Policing and everyday life in skid row*. University of Chicago Press. ISBN: 9780226370811

**Online Readings**

Supplemental required readings will be posted on CANVAS, Turnitin.com, or sent via email.

**Grading Information:**

The course requirements consist of being a discussion leader/participation, weekly analyses of the readings, a research paper, and a final creative project. The grades will be calculated as follows:

My grading scale is:

98 to 100 A Plus	91 to 97 A	90 A minus
88 to 89 B Plus	81 to 87 B	80 B minus
78 to 79 C Plus	71 to 77 C	70 C minus
68 to 69 D Plus	61 to 67 D	60 D minus
59 and below F		

Your grade is composed of:

Discussion Leader/participation	15 points
Weekly analysis of readings	40 points
Research paper	30 points
Creative project	15 points

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**Total Points**

**100**

**Participation.** Participation includes but is not limited to: (1) contributing to group discussions, (2) participating in in-class activities, (3) working together in groups, (4) providing feedback for each other's research projects/research papers, and (5) being a discussion leader.

**Class Exercises/Activities.** As part of your participation grade, you will also complete various class exercises and activities during the course. The objective of the exercises is to apply the various concepts. Some of these class activities/exercises will be submitted, others will be shared in online discussions, and yet others will be used for your personal enrichment. Please note that participation consists of 15% of your grade, and that a final grade may be lowered by an entire letter grade (at least from a B to C, C to D, etc.) due to lack of participation.

**Weekly analysis of readings:** 1 page, single-spaced, 12-point Times New Roman font, incorporating all the assigned readings for the week. You may not exceed the page limit. You may not incorporate quotations, under any circumstance, anywhere in the weekly critiques. These weekly critiques are not intended to summarize the articles, but instead should reflect critical responses/critiques of the readings. In order to receive credit for the weekly analysis of readings (discussion board), you must include the following: (1) the thesis of the assigned reading(s), (2) empirical support for some of your positions/claims/arguments (from peer-reviewed journals but not any online sources like Wikipedia), (3) the positing must be one page (single spaced, Times New Roman, 12 point font) in length, (4) you must provide citations in APA format within and below the text for your outside sources, (5) two policy implications, and (6) aside from your original posting you must respond to at least two of your classmates.

**Research paper:** This paper may cover any area of policing of interest to you. You must incorporate at least 30 peer-reviewed articles. There is no page limit. No late papers will be accepted.

**Final policing project:** This project provides an opportunity to be creative. This project will require you to develop an alternative form of justice as a replacement to our current system of policing. You are required to present this alternative form of justice to the class, in an innovative way, via Zoom for 8 to 10 minutes. Some students have written poems, directed short films, visited correctional facilities and written ethnographies of what was observed, assembled collages, employed photography (or other art) and explained their relevance to the field of policing. If you are uncertain as to what direction to take, please do not hesitate to meet with me.

**Discussion Leader Presentations.** The Discussion Leader Presentations are described under Course Goals.

**All research papers and weekly critiques must be submitted by the due date to Canvas**

### **Department of Justice Studies Reading and Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## Classroom Protocol

*Discussion Board Etiquette.* Students should always be respectful of other students. I will not tolerate insensitive, rude, or abrasive comments. Do not be the student who suddenly has an abundance of attitude when lurking behind the relative anonymity of the online class. I will also not tolerate sexist, racist, homophobic, or any type of remarks that hinder instead of promote class discussion. Please remember that you are a community of professionals, and henceforth you are expected to interact with professionalism, courtesy, dignity, and ethical consideration for others. After one email from me indicating that your comments or behavior are inappropriate, you will receive a zero on the empirical arguments/discussion board for the week.

*E-mail etiquette:* One of the best ways to contact me (besides coming to office hours) is by e-mail. However, I have general expectations about contacting me by e-mail:

1. Always place your name and the class you are taking with me in the e-mail.
2. Be sure to always include a subject heading.
3. E-mails should be professional.
4. If a question or concern cannot be answered by two email exchanges, then it will be addressed over the phone (or in person) during office hours.

*Academic Integrity:* Plagiarism is unacceptable under any circumstance. If you have any questions as to what constitutes plagiarism, please visit me during office hours

## University Policies:

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

## JS 272, Police in Global Contexts, FA 2022, Course Schedule

This is a tentative schedule of topics and required readings that will be discussed in class. You will be responsible for all readings listed in the syllabus. The schedule is subject to change at the discretion of the professor. If this occurs, you will be notified either on Canvas or in class. It is the student's responsibility to keep up with any announced changes in class.

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	10/11	Introductions <b>Police Legitimacy and State Violence</b> Armaline, Vera Sanchez, & Correia (2014)  Linnemann, Wall, & Green (2014).  Giroux, H. (2016). State terrorism and racist violence in the age of disposability: From Emmett Till to Eric Garner. Retrieved from <a href="http://truth-out.org/opinion/item/27832-state-terrorism-and-racist-violence-in-the-age-of-">http://truth-out.org/opinion/item/27832-state-terrorism-and-racist-violence-in-the-age-of-</a>

Week	Date	Topics, Readings, Assignments, Deadlines
		<a href="#">disposability-from-emmett-till-to-eric-garner</a> <u>Weekly Critique Due on Thursday</u>
1		
2	10/18	<b>Police and History of Social Control</b> Wacquant (2001) Garland (2005) <u>Weekly Critique Due on Thursday</u>
2		
3	10/25	<b>Policing the Inner City</b> Meares, T. L., & Kahan, D. M. (1999). <i>Urgent times: policing and rights in inner-city communities</i> <u>Weekly Critique Due on Thursday</u>
3		
4	11/01	<b>A Police Perspective</b> Vera Sanchez & Rosenbaum (2011) Duran and Posadas (2016) Dodge, Starr-Gimeno, & Williams (2005) <u>Weekly Critique Due on Thursday</u>
4		
5	11/08	<b>Policing Immigrants</b> Macias-Rojas, P. (2016). <i>From deportation to prison: The politics of immigration enforcement in post-civil rights America.</i> <u>Weekly Critique Due on Thursday</u>
5		
6	11/15	<b>Militarization of the Police</b> Kraska (2007) Balko (2006). Pages 1-29. You can read more if you like. <u>Weekly Critique Due on Thursday</u>
6		
7	11/22	<b>Police, Youth, and the School to Prison Pipeline</b> Rios, Victor. (2011). <i>Punished: Policing the lives of Black and Latino boys</i> <u>Weekly Critique Due on Tuesday (Discussion by Wednesday)</u> <u>THURSDAY THANKSGIVING</u>
7		

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
8	11/29	<b>Police and Identity Politics (Sexual Orientation, etc.)</b> Myers, Forrest, and Miller (2004) Rumney (2008) Moran and Sharpe (2004) <u>Weekly Critique Due on Thursday</u>
8		
9	12/6	<b>Policing the Poor</b> Stuart, F. (2016). <i>Down, out and under arrest: Policing and everyday life in skid row</i> <u>Weekly Critique Due on Thursday</u>
9		
10	12/13	<b>Research Paper Due on Monday 12/13</b> <b>Creative Project Due on Tuesday 12/14.</b> Discussion by Wednesday 12/15
10		